DOCUMENT RESUME

ED 387 244 PS 023 594

TITLE	Iowa's Shared Vision: Early Childhood.
INSTITUTION	Iowa State Dept. of Education, Des Moines.
PUB DATE	Jan 95
NOTE	22p.
PUB TYPE	Viewpoints (Opinion/Position Papers, Essays, etc.) (120) -- Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Early Childhood Education; *Educational Change; Educational Improvement; Educational Innovation; Family School Relationship; Human Services; Parent Participation; Parent School Relationship; *Policy Formation; School Community Relationship; *School Readiness; Social Support Groups; *Young Children
IDENTIFIERS	*Iowa

ABSTRACT

This is a revised version of a 1990 document which identifies a direction for Iowa early childhood education through the year 2000. The document defines Iowa's shared vision for young children as: to ensure quality early childhood opportunities for all Iowa's young children. This vision is shared through the Iowa Department of Education's efforts to develop a coordinated service delivery system which involves parents, the community, school districts, and government agencies. The shared vision for these programs includes components such as child and family well-being, and school and community readiness. Issues connected to these components include the rising number of women in the workforce and the inappropriate use of standardized tests. Some principles which must guide early childhood programs contending with these and other concerns are: (1) parental involvement is essential to a student's school success; (2) quality early childhood programs require well-trained staff; (3) children learn best when they are healthy and feel safe; and (4) families, broadly defined, are the child's first educational environment. Two additional sections describe the community, regional, state, and federal components which help pursue this vision, and the state and federal funding for these programs. (JW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 387 244

PS 023594

Iowa's Shared Vision
Early Childhood

Iowa Department of Education
1995

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Mary Jo Bruett
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

State of Iowa
DEPARTMENT OF EDUCATION
Grimes State Office Building
Des Moines, Iowa 50319-0146

STATE BOARD OF EDUCATION

Ron McGauvran, President, Clinton
Corine A. Hadley, Vice President, Newton
C. W. Callison, Burlington
Betty L. Dexter, Davenport
Marcia Dudden, Reinbeck
Sally J. Frudden, Charles City
Thomas M. Glenn, Des Moines
Gregory D. McClain, Cedar Falls
Mary Jean Montgomery, Spencer

ADMINISTRATION

Al Ramirez, Director and Executive Officer of
the State Board of Education

OFFICE OF EDUCATIONAL SERVICES FOR CHILDREN, FAMILIES, AND COMMUNITIES

Susan J. Donielson, Administrator
Susan Andersen, Consultant, Early Childhood Education
Joan Turner Clary, Consultant, Early Childhood Special Education
Donna Eggleston, Consultant, Early Childhood Education
Mary Ann Kapaska, Administrative Consultant, Title I
Anita Varme, Head Start State Coordinator

January 1995

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, religion, national origin, sex, age, or disability.

The Department provides civil rights technical assistance to public school districts, nonpublic schools, area education agencies, and community colleges to help them eliminate discrimination in their educational programs, activities, or employment. For assistance, contact the Bureau of School Administration and Accreditation, Iowa Department of Education.

Iowa's Shared Vision

Early Childhood

CONTENTS

Preface

I. Iowa's Shared Vision for Early Childhood 1

II. Existing Components–Sharing The Vision 5

III. State & Federal Funding 14

Preface... A Shared Vision

This 1995 Vision for Early Childhood was revised from the original document developed in 1990. It reflects the changes that have taken place since 1990 and identifies the direction for early childhood development in Iowa through 2000.

The original vision of early childhood was developed with input and feedback from many Department of Education staff and from individuals and groups outside of the Department. Information provided by the Iowa Local Early Childhood Advisory Committee Reports, the 1987 Pre kindergarten/Kindergarten Task Force Report, the Child Development Coordinating Council, Head Start, and Area Education Agency specialists was instrumental in the development. The original vision was adopted by the State Board of Education on January 10, 1991, with the understanding that it be updated periodically and incorporated into the State Board five-year plan for the state educational system.

The 1995 revision defines progress toward Iowa's Shared Vision for young children and their families. The overall vision remains the same: to ensure quality early childhood opportunities for all of Iowa's young children. However, the concept of a shared vision comes from the belief that together we can better meet the needs that exist. It is important to realize that unless we work together we will not meet the first National Education Goal: "By the Year 2000 All Children Will Start School Ready to Learn." Readiness is a shared responsibility that involves the health and well-being of the child and the family; and the readiness of the school and the broader community.

The Eighth National Education Goal calls for promoting partnerships that set out to increase parental involvement and participation in promoting the social, emotional, and academic growth of children. This will encourage communities to develop policies that support family involvement and evaluate their own readiness to increase the health and well-being of families. Families, defined broadly and inclusively, provide the first educational environment for children. Communities will reap the long term benefits of involved families, safe and responsible children. With a **shared vision**, we can be ready to lay the foundations through the early childhood components described in this document.

For additional information or copies, contact:
Susan Andersen, Early Childhood Consultant (515) 281-4747
Joan Clary, Early Childhood Special Education (515) 281-5614
Donna Eggleston, Early Childhood Consultant (515) 281-7844
Mary Ann Kapaska, Title I Administrative Consultant (515) 281-39
Anita Varme, Head Start State Collaboration Project (515) 242-6024

I. IOWA'S SHARED VISION

Iowa Vision for Early Childhood (Birth Through Age 8 Years)

It is the goal of the Department of Education to ensure that early childhood educational opportunities are available to meet the needs of all Iowa children and their families through a coordinated early childhood system. This coordinated system should involve the participation of parents, the community, school districts, and government agencies. Each school district should be able to adopt the program which is best suited to the needs of the community, through utilization of local, state, and federal resources. Developmentally appropriate instructional materials, curricula, programs, services, and assessment should be made available to assist all children and their families.

Rationale

Prevention, rather than remediation, is a better investment for the future well-being of all citizens in the state. Quality early childhood programs help children become capable and competent adults. The High/Scope Educational Research Foundation reports that provision of high quality early childhood education resulted in fewer children classified as mentally retarded; more graduated from high school; more attended college or job training; more held jobs; more experienced satisfaction with work; and fewer were arrested for criminal acts, violence, and minor offenses; and fewer went on public assistance. According to the National Governors' Association who identified six National Education Goals in 1990, "state government is the key agent to lead efforts to provide more accessible, comprehensive, and continuous programs for children and families." Many organizations have echoed support for building strong foundations for young children.

The **Iowa Business and Education Roundtable** Task Force on World-Class Schools determined in 1990 that stimulating environments early in a child's life can prevent future problems.

In 1992, the **Iowa General Assembly** enacted legislation that supports parental involvement in their child's education; recognizing that the single most influential factor in a child's success in school and life is the involvement of the child's parents (Senate File 2167).

In 1993, the **United Way of America** stated that a vision of "child well-being" should be established as a benchmark to assess the well-being of a community's children and families. It requires an investment in these efforts and coordination that will support community responsibility for the development of healthy children.

In 1993, the **General Assembly of Iowa** stated that partnerships between schools, parents and the community should be strengthened to promote strong and responsible family relationships. The focus of community outreach should support the interconnected needs of the child and the family; with support from health, education, and human service providers. Coordination of existing services could be provided in a more cost-effective manner by establishing schools as family resource centers throughout Iowa (Iowa Code 256C).

"The experiences and knowledge which young children bring to school, combined with their natural curiosity and sense of wonder, are the foundation for learning in the primary

years. As children are actively involved in their learning they ask questions, solve problems, and reflect on their own thinking." **The Primary Program: Growing and Learning in the Heartland. Iowa and Nebraska Departments of Education 1993.**

1994 The National Education Goals Panel added an eighth goal focused on building stronger partnerships with parents in the education of their young children.

In October 1994 Congress legislated **Improving America's Schools Act.** This act targets school improvement in areas of high concentration of poverty. This new law is more comprehensive in nature supporting the integration of programming in support of children's education, health and social service needs. It channels moneys to Early Childhood programs through Even Start, migrant programs, Title I preschool programs and transition projects with Even Start and Head Start. This focus allows local districts to consider options such as family resource centers and family literacy development.

The Head Start Act Amendments of 1994 was signed into law on May 18, 1994, and extends authority for Head Start through FY 1998. The new legislation carries out the vision and many of the specific recommendations contained in Creating A 21st Century Head Start, the December 1993 report of the Advisory Committee of Head Start Quality and Expansion. The new legislation reflects a strong commitment to strengthening the quality and expansion of all Head Start programs. It also stresses enhanced parental involvement and linkages with schools and state programs, provides funding for initiating an Early Head Start program to serve infants and toddlers, and encourages Head Start to more fully meet the needs of parents and families by providing full-day, full-year programming.

Ultimately, it is evident that the education of young children is much more than what happens when children come to school. The healthy development of young children becomes a shared responsibility; influenced by the environments and the capacities of the school, community, public and private resources.

The Iowa vision for young children and families must be a Shared Vision. It includes child and family well-being; and school and community readiness. Within each of these components there are many issues as well as guiding principles.

Child and Family Well Being

Issues

•Rising number of women in the work force

•Lack of access to health care for children which effects their physical readiness to learn

•Inadequate resources and strategies for assisting children from fragile families

•Rising number of children born with health-related problems, e.g., crack-addicted, fetal alcohol, HIV positive, low-birth weight due to poor nutrition and inadequate prenatal care

•From 1985-91 low birth weight babies increased 11 percent in Iowa (nationally 4 percent)

•Societal pressure increasing stress within families

•The number and the rate of founded cases of child abuse has more than doubled in Iowa since 1982

•Increasing number of children who are homeless in Iowa, children make up 53 percent of the homeless population in Iowa

•Increased economic uncertainty

•High proportion of the minority population drop out of high school

•Students are dropping out of school at a younger age

•One in 12 infants is born to an unmarried teen (67 percent increase since 1982)

Guiding Principles

•The needs of all young children and their families should be met respecting and valuing the diversity in families

• Children learn best when they are healthy and feel safe

•Families, defined broadly and inclusively, provide the first educational environment for children

•Neighborhoods provide anchors for family development within the larger community

•Preventive and primary health care is essential to child well-being

•Programs must recognize the culture and native language of the family

•High quality early childhood programs should be available and affordable to all families wanting or needing their services

School & Community Readiness

Issues

•Inadequate number of early childhood and early intervention programs, including child care

•Inequity of access to early childhood programs, including child care

•Limited state funds to meet the needs as documented through grant requests to state agencies

•Large number of young children unserved in child development and Head Start programs

•Inappropriate academic pressure on young children to learn

•Inappropriate use of standardized tests

•A need for technical assistance at the local, regional, and state level

•Collaboration, coordination, and communication needs to be improved across and within agencies to maximize opportunities for young children and their families through public involvement

•Community needs and resources vary

Guiding Principles

•The positive long-term effects of quality early childhood programs are research based

•A cross section of community representatives is needed to make local decisions and establish a common vision with ongoing input from constituencies at all levels

•Public and private resources are needed at the local, regional, state, and federal levels

•Parental involvement is a key indicator of a student's success in school

•Parental involvement is dependent upon the support of the local community

•Well-trained staff is a key predictor of quality early childhood programs

•Programs should offer staff salaries and benefits commensurate with their qualifications to ensure recruitment and retention of qualified, competent staff

•Programs must be age and individually appropriate in order to develop dispositions to learn and foster optimal growth and development of the whole child

•Assessment, screening and evaluation of children should only be used to improve instructional practices, not label, track or retain children in the earliest years of their development

•Early childhood programs nurture the continuous growth of children's knowledge and understanding of themselves and their world

•All of society - children, families, employees, communities - the state as a whole benefit from high quality early childhood services. High quality early childhood programs are a worthwhile investment.

II. EXISTING COMPONENTS

SHARING THE VISION

Creating a Shared Vision for a comprehensive early childhood system will require community, regional, state, and federal support. Iowa needs additions, expansions and improvements within these key components to build the foundations that meet the diverse needs of families and provide healthy beginnings for all children. This document addresses the existing components, recognizing that the federal support system continues to be redesigned in relation to areas regarding early childhood programs and policies. The following components are currently available and many are reviewing their role to better coordinate with other entities. Iowa has shown strong and consistent leadership in developing collaborative partnerships among a myriad of state and federal agencies and programs. Support for and continuance of these partnerships is key to providing the foundations for child and family well-being in every community and ensuring that schools and families become better connected, that "family-friendly" policies exist within the larger community, and that schools study and reflect upon their own development and knowledge about best practices for young children.

A. Local or Community Components

1. Local Resources

One of Iowa's educational strengths has been the commitment of local communities to provide educational opportunities in response to the needs of students. Coordination of local resources is needed to maximize services to children and families. This coordination of local resources will help avoid duplication, lessen fragmentation, and assist in the identification of gaps in services. Recent legislation at the state and federal level encourages and enables communities to build stronger coordination of programs and resources.

2. Program Options

Each community must determine the needs of its children and families. Utilization of state resources and choices for program options are determined at the local level.

3. Local Early Childhood Advisory Committees

In 1989, Iowa public school districts formed committees with a wide cross section of members to aid in the formulation of policy decisions and future direction for early childhood care and education. These committees were designed to be a catalyst for the development of community partnerships. The continued involvement and direction of such committees is essential to create a coordinated early childhood education delivery system.

4. Partnerships

Each community should identify their local resources, and then develop partnerships linking education, maternal and child health services, human services, and other agencies and entities with private child care providers in the provision of services. Such cooperation, collaboration, and coordination is cost effective. Community partnerships produce linkages which result in improved services for children and their families and healthy communities.

B. Regional Components Within the State

1. Area Education Agency (AEA) Early Childhood Network

There are 15 AEAs in Iowa. They serve as intermediary education service units linking the Department of Education and local school districts, training institutions and other agencies that serve children and families. The existing Early Childhood Network is coordinated through the Department of Education and consists of eight part-time and four full-time early childhood specialists housed in the 15 AEA regions. In order to provide technical assistance at the local level for the child development and early primary grades, there is an urgent need for full-time (rather than part-time) early childhood consultants in each of the AEAs to ensure appropriate programs and practices and coordination.

2. AEA Early Childhood Special Education Supervisors & Consultants

There is a network of early childhood special education supervisors and consultants within the AEAs who coordinate services for children from birth through age five with disabilities and their families. The Department of Education works most directly with this staff and the AEA Directors of Special Education to implement federal and state regulations and systems change. There are 16 Supervisors (includes one from Des Moines Community Schools) of Early Childhood Special Education (ECSE) and approximately 33 consultants. These positions are federally funded primarily from the Individuals with Disabilities Education Act (IDEA) Part B flow-through funds. The ECSE supervisory and consultative staff work closely with the local school districts. This group provides a vital link between the districts and the Department and other agencies for the coordination of programs and services for young children with disabilities and their families.

3. AEA Regional Councils for Part H Early Intervention Services

Community and regional interagency collaboration is being strengthened through the regional early intervention councils as outlined within the IDEA, Part H Early Intervention system for infants and toddlers with disabilities. Key participants on these councils are representatives of the various agencies who provide early intervention programs or services which formulate the family-focused system for infants and toddlers with disabilities and their families. The goal of these councils is to reduce duplication of services, identify gaps in services and to provide a formalized linkage between health, education, human services and other agencies involved with the coordination and provision of programs and services to this population.

4. Resource and Referral Agencies (R & R)

Resource and Referral Agencies are now established in five regional service delivery areas. These agencies record demographic information and provide information to families about the availability of licensed child care centers, licensed preschools, and registered family and group day care homes and school age child care. They provide education and training to child care providers, which includes information on developmentally appropriate curriculum and classroom practices and health and safety standards. These agencies are funded through the Child Care and Development Block Grant at the Department of Human Services.

5. County and Area Extension Service

In each of the 99 counties, the extension service provides training and professional development opportunities for private preschool teachers, public school teachers, members of agencies, and care givers. Numerous resources are available for family and community development.

6. Network of Child Health Centers and Health Specialty Clinics

A network of 25 child health centers serving all of the 99 counties provides comprehensive primary and preventive health care services for persons from birth to age 21. These centers are funded through the Iowa Department of Public Health. Thirteen regional child health specialty clinics serve children with special health care needs and provide nutrition counseling.

7. Community Action Agencies

The 19 Community Action Agencies (CAA) in Iowa exist to develop solutions to poverty in communities throughout the state. Services are developed and implemented which encourage families and individuals to strive towards self-sufficiency, while ensuring that their basic needs are met. Some CAA are private, non-profit organizations while many are government supported. These agencies network with local organizations to enhance opportunities to serve the people in the community. Some programs housed in the CAA are: Women, Infants and Children's (WIC), Head Start, Family Development and Self-Sufficiency (FaDSS), energy heating assistance, weatherization, emergency food, and employment training and opportunities.

C. State and Federal Components

1. Early Childhood Advisory Committees

In 1989, the Iowa Legislature passed Senate File 223, Section 11 of the Iowa Code. This legislation required the 430 public school districts in Iowa to form Local Early Childhood Advisory Committees. They were encouraged to survey the local community and required to file a report with the Department of Education. They were asked to identify the numbers of children in specific types of early childhood programs, the estimated numbers of unserved children, the program types needed, and the barriers to the provision of such programs. Department of Education staff compiled the responses, submitted the report to the State Board of Education, and filed it with the Legislature in 1990. This information has been used to develop the Iowa Vision for Early Childhood. Early Childhood Advisory Committees continue in various local communities to guide program development.

2. State Funded Child Development Programs for Children and Families At-Risk

a. The Child Development Coordinating Council was given responsibility for grants providing educational support services to children and families at risk:

Parent Education and Support Programs were initiated in 1991. In 1995, 12 programs provide educational and support services to parents and children through age three.

Parenting Pilot Project was initiated in 1994. One pilot program was funded to provide services to expectant parents and parents of children ages birth through three years of age. Services will support and enhance parent's knowledge of their child's development.

Child Development Programs for 3- and 4-year-old children at-risk exist in 56 sites, including public schools, Head Start, and non-profit agencies.

Child Development/ Kindergarten programs operate in 13 sites for 3- through 5-year-old children at-risk.

b. Department of Education: The Department of Education was given responsibility for Innovative Early Elementary grants serving elementary school children in schools with a high proportion of students at-risk. The provision of integrated services to meet the needs of all children and families is a component of this grant. Twenty-four sites exist in 1995.

c. Department of Education: The Department was given responsibility to award grants for four School-Based Youth Service program sites in Iowa. These grants provide school-linked services under a four-year demonstration grant initiated in 1990. A 1994 increase in the appropriation increased the number of sites to 18, elementary through high school.

3. National Academy of Early Childhood Programs (NAECP) Self Study and Accreditation for Early Childhood Programs

In 1995, fifty-five (55) of the state funded Child Development Programs have gone through the NAECP sponsored through the National Association for the Education of Young Children (NAEYC) and are identified as exemplary in the field of early childhood. This accreditation has been adopted as a requirement of the state funded programs. In 1990, only three (3) programs had become accredited.

4. COMPASS

COMPASS is a state-wide information and referral system that was originally developed to serve persons with disabilities from birth to death. The information stored within this system is extremely comprehensive and is intended for use by both professionals and families. Because the basic needs for child care, health care, legal questions, housing, transportation, immunizations, etc., are the same for persons with disabilities as for persons without disabilities, the COMPASS system provides a wealth of information by accessing 800-779-2001 within Iowa. COMPASS provides information on where and how to obtain services either verbally or by printed copy and works to link with existing information and referral systems rather than to duplicate them. This system is being maintained by a variety of funding sources, but it is crucial that the funding become more broad based to assure the continuation of this comprehensive endeavor.

5. Accreditation Standards for Schools

New standards for Iowa schools, Iowa Administrative Code, Section 256.11, went into effect July 1, 1989. These state standards are formulated to define the set of programs and services to be provided to all students in Iowa. Two education program standards relate to early childhood programs: pre-kindergarten and kindergarten. Public schools are required to offer a kindergarten program. They may offer or contract to offer a pre-kindergarten or child development program. Both programs require properly certificated teachers.

In the 1994-95 school year full-day kindergarten was offered on daily basis in **242** of the states 397 public school districts. (In 1983 there were 93 daily, full-day programs in 440 districts.)

6. IDEA, Part H Interagency Early Intervention System

Public Law 99-457, which amended the Education of the Handicapped Act, was passed in 1986. Part H of that legislation which now comes under the IDEA, outlines an interagency system to facilitate coordination of programs and services needed for infants and toddlers with disabilities and their families. The Department of Education serves as the lead agency for the implementation of this legislation and is advised and assisted by the Iowa Council for Early Intervention Services (ICEIS). An interagency agreement was signed in 1993 by the Departments of Education, Public Health and Human Services, Child Health Specialty Clinics and the Governor's Office which delineates the responsibilities of each of the signatory parties.

7. Early Childhood Special Education Programs and Services

Federal funds from IDEA, Part B, and Chapter I Handicapped flow through the Department of Education, Bureau of Special Education to provide special education instructional and support services for children from birth through age five. Iowa passed legislation in 1974 which mandated special education services for children with disabilities from birth to age 21. AEAs have the primary responsibility for providing special education instructional and support services for the children from birth through age two. Local districts utilize the weighted state-aid funding formula for the generation of funds to serve children in need of center-based programming. AEAs utilize the federal flow-through funds to provide the support services such as supervisors, consultants, psychologists, speech and language pathologists, audiologists, social workers, nurses, etc.

8. Institutions of Higher Education

In 18 of Iowa's colleges and universities a baccalaureate degree in education with an early childhood endorsement is offered; three of these institutions offer an early childhood special education program. Some area colleges offer an associate of arts degree in child development as well as a credential in the Child Development Associate (CDA) program. Education, research, outreach, and expertise related to early childhood are available through these institutions.

9. The Regents' Center for Early Developmental Education

Established in 1988, The Regents' Center for Early Developmental Education focuses efforts on improving early childhood education (birth through eight years) in Iowa and beyond. The center is located at the University of Northern Iowa and serves as a support to early childhood education programs. The center develops research-based programs and curriculum materials that respect the unique developmental needs of young children and their families and disseminates information about developmentally appropriate and constructivist education at many levels.

10. Maternal Child Health Advisory Committees

The focus of Maternal Child Health Advisory Committees is to advocate for health and nutrition services for women and children; assist in the development of the Maternal Child Health and Women, Infant and Children (WIC) State Plan; encourage public support of the maternal child health, Child Health Specialty Clinics, and WIC programs; and develop special service projects and conferences regarding health services for women and children and those with special health needs.

11. Commission on Children, Youth and Families

The mandate of the Commission is to advocate for the needs of children, youth and their families by recommending and supporting legislation.

12. Head Start State Collaboration Grant

In 1992, Iowa was one of the 22 states awarded a Head Start State Collaboration Grant from the U.S. Department of Health and Human Services. Iowa Head Start programs currently serve approximately 6,000 children of low-income families. This project is staffed by a Head Start State Coordinator housed in the Department of Education in conjunction with the Child Development Coordinating Council.

13. School Age Child Care

In 1990, to fulfill the mandate of Senate File 223, a Before and After School Child Care Manual was developed in coordination with a private consultant. The manual was distributed to each public and non-public school in Iowa. Guidelines for indoor-outdoor learning environments including guidelines for school-age child care were developed and distributed in 1992. School-age child care grants were awarded to 57 school districts in Iowa from the Department of Human Services in 1992 from the federal Child Care and Development Block Grant. A great need remains for school-age child care.

14. Iowa Early Childhood Guidelines for Indoor and Outdoor Learning Environments and Class Size and Staffing

In 1989, the Iowa Legislature mandated the formation of an Early Childhood Task Force to develop new guidelines for kindergarten through grade three facility standards, class size, and ratios for elementary classes, before/after school-age child care, and holiday and summer child care. The recommendations of this task force were accepted by the State Board of Education and the Iowa Legislature in 1991.

15. Early Childhood Licensure and Elementary Administrator Licensure

The Early Childhood Task Force was mandated to develop guidelines for licensure of early childhood educators and elementary administrators. These guidelines for early childhood licensure for children birth through age eight or grade three were adopted by the Board of Educational Examiners in 1992. The elementary administrator licensure requires practical experience in child development and early childhood education programs.

16. Iowa KIDS COUNT Project

In 1990, The Child and Family Policy Center was awarded a grant from the Annie E. Casey Foundation to establish a Kids Count Project in Iowa. Annually the conditions of young children and families are determined throughout Iowa. This information is disseminated in cooperation with the Policy Center to superintendents and other school personnel to inform them of the conditions that exist across the state and at a county by county level.

17. Research or Evaluation

Five major studies are taking place around the programs serving children and families at-risk. The collaborating agency and focus of the study is listed for each program.

a. Parent Education and Support Programs
Conducted by: Independent Evaluator, Dr. Martha Kirker, "1991-92 Status Report for Education Support Programs for Parents of At-Risk Children Ages Birth Through Three Years." (This information is being updated and refined by the parent support programs on an annual basis.)

b. Child Development Teachers in Iowa's Programs for Children At-Risk
Conducted by: University of Michigan: Dr. Sam Meisels and Kimberly Browning
A Survey of The Teaching Staff of At-Risk 3, 4, and 5 Year-Olds in the State of Iowa.

c. Innovative Program for Early Elementary Students
Conducted by the Bush Center in Child Development and Social Policy, Yale University: Dr. Matia Finn Stevenson. Year End Evaluation and Summary of Interviews of the Staff and Parents at the Innovative Sites.

d. **School Based Youth Services**
Research conducted over three years across four school districts including 12 separate schools and nearly 110,000 students concludes that centers housing multiple agency services located in or near schools results in reduced dropouts, increased academic achievement, improved attendance, improved re-enrollment rates of dropouts, and positive responses toward self improvement. All districts involved indicate the need to extend services down to early elementary and preschool to prevent problems at an earlier age.

e. **Collaborative Study of the Child Development Programs of the Iowa Child Development Coordinating Council**
Conducted by the Child Development Coordinating Council, Regents Center for Early Developmental Education at the University of Northern Iowa, University of Iowa, and Iowa State University.

This project initiates a longitudinal study of accredited child development programs. Fifteen programs located in public schools, Head Start agencies, and licensed preschools, will be studied to determine the effectiveness of services being provided to young children and their families. Findings were reported in 1994.

f. **A Survey of Iowa Kindergarten Teachers**
Conducted by the North Central Regional Educational Laboratory (NCREL).
In 1994, NCREL surveyed all of Iowa's kindergarten teachers regarding the school, family, and child factors that support early childhood development and school readiness. This survey was presented to the State Board of Education in 1995.

18. Family Resource Centers

The Iowa Legislature passed HF 2467 establishing the Family Resource Center Demonstration Program, currently Chapter 256C of the Iowa Code. The code was amended in 1993, funding followed in 1994. The current appropriation of $120,000 will establish one family resource center in a small, medium and large school district for a four year period. These three programs are designed to strengthen partnerships between schools, parents, and the community and to coordinate existing services to families.

19. Ensuring Student Success Through Collaboration (CCSSO)

In 1992, the Iowa Department of Education was awarded one of five grants by the Council of Chief State School Officers to provide state-wide information regarding the school as a family resource center. This initiative has been expanded to include ten state multi-agency teams from across the United States. These teams meet on a regular basis to formulate models and designs which will promote and support collaborative efforts within states. Iowa's team is working closely with the state's Council on Human Investment to ensure coordination.

20. The Primary Program: Growing And Learning In The Heartland

In 1989, the Iowa Legislature mandated in Senate File 223, now 256.7 of the Iowa Code, that the Department of Education establish a developmentally appropriate curriculum model for children through third grade. In a collaborative effort between the Ministry of Education in British Columbia, the Nebraska Department of Education and the Iowa Department of Education, the Nebraska and Iowa Head Start Collaboration Projects, the Iowa Area Education Agencies, and the Nebraska Training Center, **The Primary Program: Growing and Learning in the Heartland** was published and made available to the Iowa and Nebraska early childhood education and care agencies in July 1993. In 1995, 8,000 copies have been distributed nationwide.

21. Even Start Family Literacy Program

In 1993, the federal Even Start Family Literacy Projects were moved from federal to state administration. In 1995, there are five Even Start sites operating in rural and urban communities in Iowa. The Even Start program is a family-focused program providing participating families with an integrated program of early childhood education, adult literacy and basic skills instruction, and parenting education.

22. High Scope Trainer of Trainers

A variety of public and private agencies, coordinated by the Council Bluffs Community School District, established a High/Scope Training of Trainers Program. In 1994 at the conclusion of the seven-week training program, Iowa had a new cadre of 20 certified High/Scope Curriculum Trainers to provide training throughout the state.

23. State Child Care Advisory Council

The State Child Care Advisory Council was established (Section 237 A.21 Iowa Code) to consult with and make recommendations to the Department of Human Services concerning policy issues relating to child day care and the Federal Child Care and Development Block Grant; and to assist in recommendations relating to resource and referral, provider training, quality improvement, public-private partnerships, and standards. The Council is limited to not more than 35 members.

24. Chapter 1 Programs/Title I

The Title I program in Iowa is a federally funded education program targeting high poverty schools. Schools receiving Title I monies provide high quality supplementary educational opportunities for children in acquiring the knowledge and skills contained in the state's challenging standards. The program serves pre kindergarten through high school aged children. New provisions promote extended learning time, expanded schoolwide projects, increased parental involvement, effective transitions from preschool, professional development and the coordination of health and social services. Each project is applied for annually and can change through each application to meet the needs of the local agency as they work to serve children's educational needs.

25. Head Start Programs in Iowa

Federally funded Head Start programs were designed 30 years ago to help break the cycle of poverty for economically disadvantaged three and four-year-old children and their families. Head Start now serves approximately 700,000 children across the nation and 6,000 in Iowa alone in 98 of our 99 counties. The child development program is organized into 19 different agencies in our state including a migrant program which serves infants, young children and their families for seven weeks in the summer. The size of the agencies ranges from ten counties to one county and most have 10 to 12 classrooms within them. The largest area includes programs for around 800 children in 22 classes and the smallest serves 100 in five classes. Most of the programs have a variety of collaborations with the public schools and other community agencies as part of their regular programming. The strength of the program is reflected in the comprehensive services it provides to families and children to meet their emotional, social, health, nutritional, and psychological needs.

personnel by providing performance-based training, assessment and credentialing to people currently working in the field of Child Development. The Department of Education serves as the scholarship agency in Iowa for the training program, providing financial aid for qualified applicants who wish to enhance their skills and further their education by obtaining the CDA credential. On the federal level the program is administered by the Council for Early Childhood Professional Recognition and operates in all fifty states and the U.S. territories of Guam and the Virgin Islands.

27. North Central Regional Educational Labs (NCREL)

NCREL serves seven central states as a part of the regional support and training system. The lab provides materials, information and technical assistance in numerous areas, including Early Childhood and Family Education.

28. Child Development Coordinating Council (CDCC)

The CDCC was established by the 1988 Iowa General Assembly to promote the provision of child development services. The Council members represent eleven different groups and agencies from around the state. Currently the CDCC funds programs for children 3-5 years of age in public schools, non profit centers, and Head Start agencies. It also funds grants for parenting education and support services to parents of children at-risk birth through age 3. It supports the development of family resource centers and a parenting pilot project.

The mission of the Child Development Coordinating Council is to advocate for Iowa's children and to administer model child development programs for young children at-risk.

This mission involves ensuring the development, delivery, and promotion of quality, family-centered early childhood services and includes equity of access to these services for all of Iowa's children and families.

III. STATE AND FEDERAL FUNDING

All students who are five years of age on or before September 15 are eligible for kindergarten enrollment. All kindergarten students enrolled in public school programs are counted as 1.0 enrollment factor for the purpose of generating financial support for the program. Students under the eligible age do not currently receive per pupil funding other than funding received from categorical federal programs or state funds that target populations of children at-risk.

History

1989-92–The Child Development Coordinating Council awarded grants totaling $1.3 million per year to serve children at-risk ages 3-5 in public schools combining child development programs with full-day, everyday kindergarten; awarded $3 million per year to serve children at-risk ages 3-4 in comprehensive child development programs; awarded $725,000 to provide support services to parents of at-risk birth through three-year-old children.

1990–The Department of Education distributed $3 million to serve kindergarten through third grade in buildings with a high percentage of children at-risk. Additional programs were added in 1992 with total funding of $3.7 million. This funding level remains the same.

1990 –The Department of Education distributed $275,000 to fund part-time AEA early childhood consultant positions which includes expenses for support staff, furniture and equipment, office supplies, printing, telephone, travel, staff development, and training.

1992–In May 1992 all child development programs were mandated by the Governor's Office to **revert** $50,000 plus an additional across the board cut of .62 percent to the programs for children at-risk.

1993 –Funding levels remain at the 1992 appropriation for all existing programs and technical assistance for early childhood.

1994–Parenting Pilot Project- A Parenting Pilot Project was initiated in 1994 to provide services to expectant parents and parents of young children from birth through three years of age. The pilot project appropriation is $50,000 a year for a four-year period, totaling $200,000. One grant was awarded.

1994 - Funding remains at the 1992 level for all the child development and early childhood education programs.

Funding remains at the 1989 level for Early Childhood Technical Assistance through the Early Childhood Network.

1994 - Family Resource Centers - In July 1994 the Legislature designed $120,000 for three demonstration sites for family resource centers. The Department of Education and the Child Development Coordinating Council will award grants for a four-year period.

1994 - School Based Youth Services Program appropriation increase of $2,000,000 expanded programs to 18 sites, including elementary, middle and high school for a four-year period

Federal Funding

HEAD START

Since 1965 the federal government has allocated monies to seven regions within the country to operate the Head Start program. Iowa receives approximately $20,000,000 through Region VII. This money flows to individual Head Start agencies and is used to operate high quality comprehensive child development programs for three and four-year-old children and their families. Participants must meet the income guidelines of 100 percent of poverty. The current federal funding serves approximately 50 percent of the children who qualify for Head Start in the state of Iowa.

Title I

Each year the federal government allocates monies to the states dependent upon poverty indicators for the provision of supplementary educational services to schools. The monies are sub allocated to the local districts from the state. During the 1994-95 school year, 17 Iowa districts used a portion of their Title allocation to serve 559 preschool children.

Early Childhood Education
Supporting Young Children Through Eight Years of Age
A Position Statement of the Iowa State Board of Education
and the Iowa Department of Education
March 1995

The State Board of Education and the Iowa Department of Education recognize the importance of early childhood education and support an increase in school-linked programs for children, families, and communities. Quality programs provide comprehensive services and involve collaborative community efforts. Through intervention, early childhood programs can prevent school failure and increase the potential for success in school and life.

The State Board of Education and the Department of Education believe that effective early childhood programs provide a safe and nurturing environment that promote the physical, social, emotional, artistic, and intellectual development of young children, building a foundation for lifelong learning. Developmentally appropriate early childhood programs are based on child development principles and children's active involvement in their environment. Such programs are age-appropriate and individually appropriate and adjust to meet the developmental needs of children served. All age-eligible children should have access to the program that best meets their needs and the needs of their families.

The following principles are identified to guide program developers in their efforts to ensure quality programs for Iowa's young children and their families. The development and support of a coordinated early childhood system is a shared responsibility among the public and private sectors, families, and communities.

I. Personnel

- All staff working with young children, prekindergarten through third grade, have appropriate training, experience, and/or credentials.
- Administrators are strongly encouraged to seek current knowledge of child development and support classroom practices based on such information.
- Quality early childhood programs depend upon a skilled and stable staff. Early childhood programs should:

  –offer adequate salaries which recognize and reward training and education, ensuring the provision of health and other benefits such as retirement and decent working conditions,

  –provide effective supervision, evaluation and mentor ship, including accessible career development opportunities which result in professional and economic advancement.

II. Eligibility and Placement

- All children who are five years of age by September 15 are eligible and funded for a kindergarten program.
- No program denies access to a child on the basis of a single screening or other arbitrary determinations of the child's readiness.
- Educational programs are age and individually appropriate for each child.
- Early childhood programs are available without regard to race, religion, national origin, sex, disability or conditions of homelessness.

III. Program Structure and Curriculum

- Program effectiveness is primarily determined by the quality of the adult-child interaction,
- Development of positive dispositions to learning is promoted by adult example and reinforcement.

- Environment offers a wealth of stimuli; meets the needs, interests, and experiences of each child; is both physically and emotionally safe.
- Experiences are manipulative, experiential, and promote discovery and exploration through both teacher-directed and child-initiated activities.
- Learning activities and materials are concrete, real, and/or representational, and relevant to the life of each child.
- Curriculum provides integrated experiences based on each child's developmental level.
- Learning, self-esteem, and responsibility are encouraged through choice, cooperative learning techniques, and flexible grouping practices.
- Experiences, materials, and instructional practices are and nonsexist.
- Individual characteristics, abilities, and successes of each child are nurtured and respected.
- Positive guidance is used to develop and strengthen self-esteem, inner-discipline, and self-control.
- Flexible teaching practices and a variety of methods and approaches are employed.
- Language experiences are valued as an integral part of the curriculum.

IV. Assessment of Young Children

- Assessment is based on the assumption that each child has competencies.
- Program planning is based on observation and annotated records.
- Multiple sources of information are used to guide program planning and assessment.
- If used, valid and reliable standardized tests are appropriate to the child's age, culture, gender, language, socioeconomic level, and disability specific.
- Ongoing observation is used to identify needs and provide appropriate and timely intervention.
- Assessment includes addressing the child's health, medical, dental, and nutritional needs.

V. Home, Community, and School Partnership

- Schools provide leadership and anchors in the community and facilitate meeting the early childhood needs of families as they grow and develop.
- Schools and families work cooperatively to build mutual understanding and positive interaction.
- Schools and other community agencies collaborate to provide quality programs and maximize services for children and their families.
- Family, schools, and the private sector are encouraged to work in partnership with each other to develop policies that support family involvement.
- Parents and children are involved in the decision-making process about the child's growth and progress.

Quality early childhood programs provide for the growth and development of tomorrow's workers and leaders. Ensuring comprehensive and continuous programs will require establishing partnerships and a shared vision. The future is dependent upon the priorities established today.